



2018-2019 Principal Preparation Grant Program

Application Due 5:00 p.m. CT, March 13, 2018

NOGA ID

Application stamp-in date and time

Three copies of the application are required to be submitted. One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement. All three copies must be received no later than the above-listed application due date and time at this address:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Grant Information

Grant Period **04/13/2018** to **06/30/2019**

Program Authority **P.L. 114-95, ESSA, Title II, Part A**

☐ Pre-award costs are permitted.

☒ Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

The following four attachments, listed in the program guidelines:

1. IHE/EPP scope and sequence
2. IHE/EPP instructional coaching protocols
3. IHE/EPP course syllabus
4. IHE/EPP evaluation process and metrics

Applicant Information

Name **Del Valle Independent School District** CDN or Vendor ID **227910** ESC # **13** Campus # DUNS #

Address **5301 Ross Road Suite 105** City **Del Valle** ZIP **78617** Phone **512-386-3045**

Primary Contact **Irma Guerra Scott** Email **Irma.GuerraScott@dvisd.net**

Secondary Contact **Jena Gonzalez** Email **Jena.gonzalez@dvisd.net**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances and any application-specific provisions and assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification

Authorized Official Name/Title **Kelly Crook, Superintendent** Signature **Kelly K. Crook** Date **03/08/2018**

Grant Writer Name **Jena Gonzalez, Grant Specialist** Signature **Jena Gonzalez** Date **03/08/2018**

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

701-18-105-006

RFA # **701-18-105** SAS # **276-18**

2018-2019 Principal Preparation Grant Program

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Shared Services Arrangements

- ☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter
☒ into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand
 that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.
- ☐ SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
The district has identified a need to develop principals to support teachers and students through instructional leadership and mentorship.	The district wants to retain campus administrators by collaborative partnerships, shared decision making, and leadership. The program will address a high need of instructional leaders by expanding and improving opportunities for mentoring principal candidates to acquire knowledge and skills under real conditions.
The district has a need to develop and retain future leaders.	The district has identified a need to develop leaders to build capacity of instructional leadership. Research demonstrates that instructional leadership leads to teacher retention and improves student success.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By June 2019, DVISD will have 10 principals certified through Texas State Principal Certification program.

By June 2019, DVISD will have an increase of 10 principal candidates who will have received specific training as an instructional leader to build instructional capacity for teachers and staff with the intent to increase student outcomes.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

By the end of July 2018, candidates will have completed the courses, Understanding Self & Environments, Instructional Supervision & Professional Development, and School Law and Campus Leadership. Each candidate will have analyzed campus data including Texas Academic Performance Reports, State Report Cards, Federal Report Cards, STAAR reports, Campus Improvement Plans and other pertinent data sources. The candidates will attend all Campus Advisory Team (CAT) meetings and help develop the 2018-2019 Campus Needs Assessment (CNA) and 2018-2019 Campus Improvement Plan. Progress will be measured by candidate signatures on CAT meetings sign-in sheets which will be uploaded into Plan4Learning, the District's electronic file cabinet software.

Measurable Progress (Cont.)**Second-Quarter Benchmark:**

By the end of the second quarter candidates will have completed Integrative Seminar and the first semester of school based internship. By the end of December 2018, candidates will have completed eight classroom walk-throughs and provide teacher feedback. Candidates will develop and help facilitate a staff development meeting that addresses the needs of the district, such as, providing campus specific data on low literacy levels and targeting SPED and ELL sub-populations. Candidates will review campus student formative and summative assessment data and analyze results by subjects, grade level, subgroups, attendance, demographics, etc. to ensure progress is being made towards campus SMART Goals.

Third-Quarter Benchmark:

Program candidates will be required to complete a Capstone project. Candidates will design and implement a cohesive school improvement process that demonstrates active instructional leadership and evidence of building capacity of a core group of teachers. The school improvement process will focus on campus needs as identified in the Campus Improvement Plan. At the conclusion of the internship, candidates will present at a university symposium on the Texas State University campus and will be able to provide evidence of how they have led a school improvement project.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The District will use Texas State University team evaluation information, class data, and campus principal mentor observations to determine how candidates are progressing in the principal certification program. In addition, a principal mentor coach will oversee the mentor/mentee partnership, progress on milestones, and evaluation of Capstone project and overall instructional leadership skills. Mentors will engage candidates in an ongoing process of inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous improvement. Timelines and checklists will be implemented to track milestones and to allow for quarterly reviews of the grant project. Quarterly principal mentor meetings will be conducted to gather feedback and progress on principal candidates. End of program evaluations completed by principal mentors will be analyzed for effectiveness.

Modifications will be incorporated as needed and necessary on an on-going basis. District will ensure that candidates will have IHE, Campus, and District support.

Statutory/Program Requirements

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

Del Valle ISD will focus on recruiting candidates that reflect the diversity of the student and community population.

The District will focus on the clinical learning experience of the five SBEC Principal standards of Instructional Leadership and Practice. The five standards are: Instructional Leadership, Human Capital, Executive Leadership, School Culture, and Strategic Operations.

Instructional Leadership - The campus administrator is responsible for ensuring every student receives high-quality instruction. The candidate will provide artifacts indicating participation, collaboration, and/or implementation of relevant activities, such as, PD sign-in sheets and agendas, Leadership teams – Campus Advisory Teams, Principal Meetings, Student achievement and testing data, Student progress monitoring, and Education plans for identified special populations.

Human Capital - The campus administrator is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school. The candidate will provide artifacts indicating participation, collaboration, and/or implementation of relevant campus activities, such as, Hiring practices/ processes, Stakeholder surveys, PD for Teacher Leaders, Team Leader agendas/ department agendas, and Teacher Appraisals.

Executive Leadership - The campus administrator models personal responsibility and a sustained focus on improving student outcomes. The candidate will provide artifacts indicating participation, collaboration, and/or implementation of relevant campus activities, such as, Action plans and data, Community campus events – sign in, agendas, and minutes, Staff professional development plan - sign in, agendas, and minutes, Student progress monitoring and Committee teams including varied stakeholders - sign in, agendas, and minutes.

School Culture - The campus administrator is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students. The candidate will provide artifacts indicating participation, collaboration, and/or implementation of relevant campus activities, such as, Stakeholder engagement activities, School safety plan, Master schedule, Community partnerships and Student discipline data.

Strategic Operations - The campus administrator is responsible for implementing systems that align with the district and school's vision and mission to improve the quality of instruction. The candidate will provide artifacts indicating participation, collaboration, and/or implementation of relevant campus activities, such as, Campus Improvement Plan - sign in, agendas, and minutes, School financial information – budget meetings, Implementing intervention programs, SMART goals, Parent/Family Involvement.

In addition, the District will provide administration departmental trainings to candidates to give them an overview of district operations. Candidates will be provided with ongoing professional development by job embedded coaching and mentorship.

Statutory/Program Requirements (Cont.)

2. The LEA must ensure that there is a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. Plan for consideration of the following in LEA recruitment and selection strategy: degree to which the diversity of the residents mirrors that of the student population.

The District recruitment plan will involve the following:

1. Timeframe for applications.
2. Confirm applicant transcripts reflecting a master's degree in education or an education related field from a regionally accredited university.
3. Confirm Texas teaching certificate copy.
4. Confirm Service Record (5 years or more of K-12 teaching).
5. Provide a written essay: What personal or professional characteristics make you a qualified applicant for the Principal Preparation Program (750 word maximum).
6. Review three (3) references from DVISD Leadership Position (Vice-Principal, Principal, District Coordinator or District Director).
7. Written recommendation from campus principal.
8. Review applicant paperwork with highest rubric scores.
9. Personal interview of candidate applicants.

3. The LEA must provide the name of the institution of higher education (IHE) or educator preparation program (EPP) providing principal preparation; the IHE's or EPP's scope and sequence that includes topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development; and the IHE's or EPP's required reading and textbooks.

The IHE will be: Texas State University, 601 University Drive, San Marcos, TX 78666-4616, Phone: 512.245.3083

Summer 2018: EDCL 5339 Understanding Self & Environments:

EDCL 5348 Instructional Supervision & Professional Development

EDCL 6348 School Law and Campus Leadership

Fall 2018: EDCL 6358: INTEGRATIVE SEMINAR

EDCL 6387 Internship in Educational Leadership: Field-Based Practicum First Semester

Spring 2019: EDCL 6388 Internship in Educational Leadership: Field-Based Practicum Second Semester

The two-semester practicum provides the student the opportunity to develop leadership and management skills needed by practitioners in elementary and secondary schools. Students collaborate with their site mentor and faculty advisor to develop a practicum proposal that draws on the students' personal strengths and provides opportunities for students to develop the five competencies required of principals as specified by the Texas State Board of Educator Certification.

In the Practicum the student applies concepts and principles learned from their two-year journey to the two-semester internship required for certification, during which time the student implements, monitors and reflects upon a school-based action research plan and presents their work in a culminating poster fair. Students seeking the Standard Principal Certificate must complete a structured, field-based internship focused on actual experiences comprising a total of 160 hours in the State Board for Educator Certification (SBEC) Principal Standards.

Required Textbooks: Coelho, P. (1995). *The Alchemist*. San Francisco: Harper, Wheatley, M. J. (2009). *Turning to One Another: Simple Conversations to Restore Hope to the Future*, Glickman, C.D., Gordon, S. P., & Ross-Gordon, J.M. (2018). *SuperVision and instructional leadership: A developmental approach* (10th. ed.), and Walsh, J., Kremerer, F. R., & Maniotis, L. (2014). *The Educator's Guide to Texas School Law* (8th ed.)

Statutory/Program Requirements (Cont.)

4. The LEA must provide the IHE's or EPP's candidate evaluation process and metrics; IHE's or EPP's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocol the IHE or EPP uses to conduct feedback sessions.

The evaluation team will consist of member(s) of the Institution of Higher Education (IHE), who will independently perform on-site assessments of the individuals participating in the grant program. The evaluation process will include an extensive review of the grant proposal to determine if the goals of the grant are being achieved. There will be a minimum of three on-site visits per year to ensure there is an accurate evaluation performed on the soon to be principals. Additionally, the IHE will also evaluate all course assessments, the program mid-point benchmark assessment, the comprehensive examination, and the culminating action research presentation, and coursework submitted to determine if the individuals participating in the program are demonstrating success on articulated Student Learning Outcomes.

1. The evaluation process and metrics. The metric charts reflect courses in which our students are required to obtain field-based hours and experiences. Another chart reflects number of times a student attempted to pass the new 268 Principal Certification Exam.

2. The instructional coaching protocols. All of our field supervisors/instructors attended and participated in the required TEA Field Supervisor training offered at ESC 13 in 2017. Field supervisors are using questions from the training manual during campus site visits to ensure that our students/interns become reflective practitioners.

3. The tools used during observations to identify the highest leverage action steps for the participants. Monthly Activity Logs aligned with SBEC Principal Standards – Our students are required to obtain a minimum of 160 clock hours of principal leadership experiences. We require them to submit a monthly activity log reflecting that they are obtaining experiencing across the five principal standards that are listed on the activity log. Additionally, they are required to write a one-page reflection on a critical incident of their choice from the activity log. These logs and the reflection paper are submitted electronically to the field supervisors and form the basis of the conversation between the student, his/her campus mentor, and the instructor/field supervisor during the campus visits. Site Visit Documentation Form – During each campus visit, the field supervisors document the content of the discussion they have with the mentor and student. Based on content of the discussion, observations from the activity logs, and principal standards, the field supervisor documents the discussion from the visit and makes recommendations that will be observed and discussed at the next meeting.

Statutory/Program Assurances

☒ The LEA must assure that the principal preparation residency is at least one year in length.

The LEA must assure that partner IHE/EPP provides residents with certification; evidence-based coursework; opportunities ☒ to practice and be evaluated in a school setting; and in-person and on-site coaching and evaluation with a minimum of three visits per year.

☒ The LEA must assure that residents do not hold a principal certification in the state of Texas.

☒ The LEA must assure that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The LEA must assure that all participating residents, mentor principals, and an EPP representative managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute on or around June 6-8, 2018.

Total number of principal residents to be served (maximum 10 per LEA)

CDN or Vendor ID

Request for Grant Funds

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

Description of Activity or Cost	Amount Budgeted
1. Apply Texas IHE application fee \$10 per candidate	80
2. Texas Education Agency (TEA) fee \$55 per candidate (Tx State)	550
3. Advancing Educational Leadership (AEL) training and certification \$80 per candidate	800
4. Program Tuition Fees \$7900 per candidate	79,000
5. Stipends for Mentoring Principals	10,000
6. TExES Principal Examination fee \$131 per candidate	1,310
7. Curriculum/textbooks \$200 per candidate	2,000
8. Substitute teachers for internship days - 12 days per candidate	12,000
9. Professional Development/Conferences	24,260
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Total grant award requested

**TEXAS STATE UNIVERSITY COURSE SYLLABUS FOR
POST-MASTER'S PRINCIPAL CERTIFICATION
INTERNSHIP IN EDUCATIONAL LEADERSHIP
EDCL 6387/6388
2018-2019**

Texas State University Supervisors:

- Dr. Bergeron Harris bh26@txstate.edu
- Dr. Diane Fisher diane_fisher2002@yahoo.com
- Dr. Jeanne Spencer jms342@txstate.edu
- Dr. Denise Collier dls105@txstate.edu
- Dr. Donna Calzada drcalzada@aol.com

Rationale and Goals

Texas State's Principal Practicum experience prepares leaders for the principalship and ensures they are entering the school system prepared with the competencies they need to effectively lead a school that gets results for students (Darling-Hammond, 2013). The Texas State Principal Preparation Program produces future principals with the necessary skills to become change agents and effectively lead schools.

EDCL 6387/6388: Field-Based Practicum: *The two-semester practicum provides the student the opportunity to develop leadership and management skills needed by practitioners in elementary and secondary schools. Students collaborate with their site mentor and faculty advisor to develop a practicum proposal that draws on the students' personal strengths and provides opportunities for students to develop the five competencies required of principals as specified by the Texas State Board of Educator Certification.*

Students seeking the Standard Principal Certificate must complete a structured, field-based internship focused on actual experiences comprising a total of 160 hours in the following State Board for Educator Certification (SBEC) Principal Standards (Title 19, Part 2, Chapter 149, Subchapter BB, Rule §149.2001), updated June 2014:

- Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.
- Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.
- Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.
- Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.
- Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

For the complete standards see: <http://ritter.tea.state.tx.us/rules/tac/chapter149/ch149bb.html>

The practicum is not a checklist of activities, but rather an opportunity to plan, produce, participate in, and reflect upon campus leadership. In engaging in issues essential to campus leadership, we encourage our interns to bring a lens to problem-solving that:

- Seeks to examine familiar structures through new eyes
- Situates school-based problems within larger contexts
- Looks to unfamiliar sources for possible solutions
- Keeps issues of equity at the forefront of thinking

Timeline, Admission and Requirements

The principal practicum at Texas State University is two consecutive semesters, beginning in the fall semester only. Students must register for EDCL 6387 in the fall semester and EDCL 6388 in the spring semester. A completed application form must have been received in the Educational Leadership office.

Admission:

- The student is enrolled in the Texas State Education and Community Leadership program.
- The student must arrange for a local certified administrator to serve as the site mentor.
- Program faculty will approve/reject the practicum arrangement submitted by the student.
- Program faculty will approve/reject admission to the practicum based on the student's academic record, experience, coursework, and faculty input.

Late/Missed Assignments: All assignments are due on the date assigned unless other arrangements have been successfully negotiated with the instructor. ***Late assignments without prior consultation with the instructor [at least 48 hours before the due date] will not be accepted.*** All assignments must be uploaded onto TRACS before or by the due date and time.

Illness/Emergencies/ Unforeseeable Absences: If an illness/emergency or unforeseeable circumstance arises and you cannot attend class please email or text the instructor as soon as possible. Whatever the circumstance for your absence, keep in mind that you cannot participate if you are not in class and this will influence your participation grade.

Honor Code: To support the goal of maintaining a climate of academic integrity, Texas State University has adopted the Texas State University **Honor Code**. The Honor Code applies to all academic activities and academic work, whether these take place on-campus, off-campus, or online. Texas State expects students to engage in all academic pursuits in a manner that is beyond reproach. Students found in violation of the Honor Code are subject to disciplinary action. Information on the Honor Code and related processes is located at <http://www.txstate.edu/honorcodecouncil/>

Accommodations for Disabilities: If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact the instructor as soon as possible. You will be asked to provide documentation from the Office of Disability Services. Failure to

contact the instructor in a timely manner may delay your accommodations. For information on how to register a disability and on a range of support services, visit the **Office of Disability Services** website at <http://www.ods.txstate.edu/>

Student Resources: For additional information on diversity connections, counseling and mental health services, sexual assault resources, sexual misconduct/Title IX procedures, and new graduate student information visit the **Syllabus Policies & Student Resources** page at <http://www.txstate.edu/clas/about/Department-Policies/Syllabus-Policies-and-Student-Resources.html>

Roles and Responsibilities: The Field-Based Practicum

The Site Mentor (School Principal)

The site mentor collaborates with the intern to develop the Practicum Proposal. The site mentor ensures that the practicum experience includes successful application of a broad range of educational leadership theories, concepts, models and experiences. In instances where the intern already occupies a position with leadership responsibilities, the site mentor will assist the intern in selecting activities that will broaden experiences beyond the job currently held in preparation for future advancement. The site mentor will be asked to offer input on the performance of the intern on an ongoing basis, and to offer a summative judgment of the intern's preparedness for certification. Therefore, it is important that the site mentor and intern have regular communications that entail moments of critique, reflection, and problem solving.

The University Supervisor

The Intern Supervisor provides support and guidance in the development, modification, and implementation of the Practicum Proposal, and in the implementation of the Action Research project. Support can include assistance in the negotiation of intern activities, the provision of academic resources and other supports, feedback on the intern activity log, guidelines for the development of the professional portfolio, and guidance on the implementation of the Action Research project. The Supervisor may assign a grade of CR (credit), PR (progress), or F (no credit). Note that a grade of PR requires the intent to re-enroll in the practicum for the next term as no credit is awarded for that semester.

Course grades may be based upon the following components: self and peer evaluations; instructor evaluation of seminars and on-site participation including observations; input from the site mentor; performance assessments; student reflections; student-instructor conferences; student projects, presentations, and written reports; multimedia presentations; the professional portfolio; campus artifacts; and academic papers **totaling a minimum of 160 hours**.

The Intern

The intern, in collaboration with the site mentor and university supervisor, is expected to spearhead the development of the Practicum Proposal, and to implement the approved Action Research Proposal (while completing the duties of his/her contracted school assignment).

In the event that the intern moves to another campus or position, or the site mentor moves to another campus, the intern is expected to contact the Supervisor immediately to make alternative plans. Program faculty reserves the right to approve/reject any change in practicum placement.

Course Expectations

Practicum Orientation

The student and site mentor will attend the Practicum Orientation held before the start of the practicum.

Site Visits

The purpose of the initial site visit is to review the Practicum Proposal with the site mentor and university supervisor and conduct a campus tour. For the remaining required site visits, the student will be available for individual on-site meetings/observations with the Texas State supervisor – see calendar for Fall and Spring requirements.

Practicum Proposal

The written Practicum Proposal is due to the Supervisor on a date/time established by the Supervisor and in advance of the first on-site fall meeting. The intern should begin the development of the Practicum Proposal by assembling the various declarations of personal attributes developed in the coursework (5339, 5348, 6348, 6358, and in other courses) and comparing these attributes to the SBEC Standards listed in the front of this document. This comparison should yield possibilities for campus-based leadership roles that align with personal attributes, as well as areas that may require deliberate attention because they do not align as neatly with personal attributes, or because they remain outside the realm of prior experiences. A one-page discussion of this process will serve as the introduction to the Practicum Proposal.

With the site-based mentor, the intern should develop a proposed list of leadership activities that as a whole simultaneously address the SBEC Standards and fit campus leadership needs. The intern should compose a document that defines the leadership roles, the frequency of activities, collaborators within these activities, material or other resources required, and methods of evaluating self-effectiveness as well as effectiveness of the activities. Overlap with the Action Research project and other assignments is expected. Students are encouraged to design the Practicum Proposal in tables or other visual representations that facilitate the review of activities for planning and evaluative purposes, and as a means of organizing the Professional Portfolio.

As an outcome of the fall meeting, the Practicum Proposal must be signed and dated by the intern, the site mentor, and the Supervisor. A signed copy shall be provided to the Supervisor. In the spring meeting, the intern, mentor, and supervisor will review the Practicum Proposal with the student's written evaluations of his/her experiences. The intern is expected to lead the conversation, which will focus on the execution of the Practicum Proposal and on evaluation of the effectiveness of the Practicum experience in developing essential leadership skills and attributes. Signatures of all three participants on this document will signify a successful completion of the Practicum (though not of the coursework).

Seminars

Students enrolled in the Principal Practicum will be trained in Advancing Educational Leadership (AEL). This is the redesigned Instructional Leadership Development (ILD) training, which will be offered throughout the State. AEL is a prerequisite for participation in the Texas Teacher Evaluation and Support System (TTESS) training and is required prior to TTESS appraiser certification. Students will attend four, six-hour Saturday seminars for a total of 24-hours culminating in certification in AEL. *Students must attend all four seminars in order to receive certification.*

Activity Logs

Activity Logs should be emailed to the Texas State supervisor, or posted on TRACS, on/by the dates requested. The log should recount significant experiences, activities, assignments, and encounters, and should go beyond description to include reflections, questions, perceptions, interpretations, and realizations. Entries related to the implementation of Action Research-based activities are encouraged. Artifacts (agendas, meeting minutes, lists, conference notes, etc.) will not be submitted as part of the activity log, though they may be reviewed by the Texas State supervisor during on-site visits and be included in the Professional Portfolio. It is suggested that time be set aside at least biweekly to write about important moments in the practicum and/or action research experience(s). Your Texas State supervisor may set additional parameters and details about the activity log. Due dates and expectations for activity logs may vary by Texas State supervisor.

Action Research

The implementation of the student-developed Action Research Proposal is a vital component of the Practicum Experience. Action Research-based activities should be enveloped within the Practicum Proposal, and analysis and evaluation of the implementation is a required component of the final portfolio. Modifications to the Action Research Proposal are expected, given the shifting exigencies of school communities; in the event of major changes, the intern should consult the intern supervisor. Most students will conduct and evaluate their action research plans in the spring semester.

Professional Portfolio

The purpose of the professional portfolio is to demonstrate the student's growth since entering the principal certification program and is a collection of documents, artifacts and examples that can be presented to a potential employer. The portfolio should demonstrate the student's administrative leadership knowledge, skills, experiences and potential. The student will present the professional portfolio to the Texas State supervisor prior to the end of the spring semester (see calendar).

Interns are advised to keep everything during their practicum year. This includes any data gathered as part of individual assignments, documentation of conversations or feedback, reflections, artifacts from events or activities, etc. The format is flexible and should represent the uniqueness of the individual. Some supervisors may request hard copy portfolios in three-ring binders, while others may try electronic portfolios to present your body of work. It is highly recommended that you create an electronic portfolio using any Web 2.0 tools such as

Livebinder.com, or a web-based portfolio utilizing a free website builder such as Weebly or Wix, as many potential employers utilize electronic systems that are paperless.

Mandatory entries:

- a Written report on the progress of the Personal Professional Development Plan (developed in EDCL 5348)
- b Paper discussing changes in the student's Level I educational and leadership platforms based upon the leadership experiences within the Practicum
- c Report on implementation and results of the Action Research project
- d The final Practicum document and results

Additional suggested entries may include:

- a Reports on student's progress in the self-directed professional development program designed in EDCL 5348
- b Documentation of institutes, academies, professional development programs, apprenticeships, visiting scholar programs, fellowships
- c Documentation of successful field-based leadership activities other than course requirements
- d Documentation of honors received for academic or professional accomplishments
- e Letters from public officials, community leaders, administrators, parents, students, or school staff attesting professional growth and readiness to assume educational leadership
- f Professional educational publications (written or edited)
- g Documentation of specific training programs (discipline management, brain research, curriculum alignment, learning styles, assessment, etc.)
- h Documentation of professional presentations
- i Pictures of the intern in action – facilitating meetings, conducting professional development, meeting with parents, etc. (helpful for web-based and electronic portfolios)
- j Develop a professional resume
- k Consider building a LinkedIn site for business-networking

Aspiring School Leaders Action Research Symposium (Poster Fair)

At the end of the second semester of internship, interns will present their action research projects, from development and methods to analysis and conclusions, via a conference-style poster session. This event aims to highlight students' reform efforts and to address issues of inequity through collaborative action research strategies to effect systemic change. As the culminating event of the program, the research symposium aims to be mirror professional academic conference poster fairs in their level of information and discourse. Simultaneously, we seek to celebrate the cohort's efforts and congratulate them as colleagues.

EDCL 6387 – FALL 2018

Month	Topic	To Do
August	Orientation Syllabus TRACS	Visit TRACS site Read syllabus and all assignment directions carefully Contact your supervisor with questions
September	Site Visit #1 Practicum Proposal Schedule Group Meeting for Fall Semester with University Supervisor and Intern Group (2 hours) AEL Seminar #1: Saturday, September 29 th , 9:00 – 3:00	Draft practicum proposal. See TRACS for examples Set up meeting with supervisor and mentor Send final proposal to supervisor by Sept. 18 th . Determine Group Meeting format (skype, Go To meeting, in person) North Location – Campus TBD
October	Site Visit #2 Site visits as related to activities, or as warranted. Certification Exam Test Prep (Optional)	Send Activity Log #1 covering Aug-Sept. to supervisor by Oct. 2 nd . See TRACS for examples. Send Student Reflection #1 to supervisor by Oct. 2 nd . Saturday TBD
November	Site Visit #2 (if not done in October) Site visits as related to activities, or as warranted. AEL Seminar #2: Saturday, November 3 th , 9:00 – 3:00	Send Activity Log #2 covering Oct. to supervisor by Nov. 6 th . Send Student Reflection #2 to supervisor by Nov. 6 th . South Location - Campus TBD
December	Activity Log **Comprehensive Oral Exams if enrolled in EDCL 6358 Certification Exam Test Prep (Optional)	Send Activity Log #3 covering Nov. to supervisor by Dec. 7 th . End of Semester (Dates TBD) Send Student Reflection #3 to supervisor by Dec. 7 th . Saturday, Dec. 8 th

EDCL 6388 – SPRING 2019

January	<p>Revise practicum proposal as necessary</p> <p>Schedule Group Meeting for Spring Semester with University Supervisor and Intern Group (2 hours)</p> <p>AEL Seminar #3: Saturday January 26th 9:00 – 3:00</p>	<p>Texas State classes resume after MLK holiday</p> <p>Determine Group Meeting format (skype, Go To meeting, in person)</p> <p>North Location – Campus TBD</p>
February	<p>Site Visit #1</p> <p>Site visits as related to activities, or as warranted.</p> <p>Seminar 4: Saturday February 16th 9:00-3:00</p>	<p>Send Activity Log #4 covering Dec.-Jan. to supervisor by Feb. 5th.</p> <p>Send Student Reflections #4 to supervisor by Feb. 5th.</p> <p>Begin working on professional portfolio.</p> <p>South Location – Campus TBD</p>
March	<p>Site Visit #2</p> <p>Site visits as related to activities, or as warranted.</p> <p>Action Research Symposium (Poster Fair)</p>	<p>Send Activity Log #5 covering Feb. to supervisor by March 5th.</p> <p>Send Student Reflection #5 to supervisor by March 5th.</p> <p>Notification to Register for Action Research Symposium (Poster Fair)</p> <p>Continue working on professional portfolio</p>
April	<p>Site Visit #2 (if not done in March)</p> <p>Preparation of poster and completion of Professional Portfolio</p>	<p>Send Activity Log #6 covering March-April to supervisor by April 16th.</p> <p>Set up final meeting with supervisor and site mentor. Share Professional Portfolio with supervisor during visit</p>
May	<p>Aspiring School Leaders Action Research Symposium (Poster Fair)</p>	<p>San Marcos Campus May 2, 2019, 5:00 – 7:30</p>

Texas State University Course Scope and Sequence Descriptions for Post-Master's Principal Certification

Summer 2018

EDCL 5339: Understanding the Self: Developing a Personal Vision for Leadership in Educational, Social, and Cultural Context

Successful instructional leadership in school and community settings requires an understanding of human behavior. This understanding begins with knowledge of self and leads to the understanding of others at the micro and macro level. The focus of this course is on the student and his/her surroundings. The goal is to enhance students' self-awareness of values, beliefs, attitudes and the ecological context informing and impacting their school and community leadership experience. An interdisciplinary literature base will be consulted as students work to answer the following questions: 1) what do I value?; (2) what is the foundation of my assets, challenges, and self-being?; (3) how do my values influence my practices as an educator and future leader?; (4) what should be the purpose of education; and (5) what is the role of leadership in making this a reality?

- Developing an Auto-ethnography
- Developing an Educational Platform
- Reflections on the Historical, Biological, Cultural, and Political Self
- Lifestyles Inventory (LSI)

EDCL 5348: Instructional Supervision and Professional Development

Concepts of supervision and instructional leadership for diverse schools will be developed. The relationship between school improvement and instructional leadership will be examined. Students will learn how to implement the clinical supervision cycle and its function in school improvement. Different supervision approaches will be examined, including directive, directive informational, collaborative and non-directive and how to match them to teachers' cognitive levels. How to provide culturally responsive instructional supervision will also be discussed and experienced.

- Conduct two (2) Clinical Supervision Cycles: Pre-Observation Conference, Observation, Post Observation Conference, Observation Analysis
- Written reflection of Clinical Supervision Cycle
- Practice in giving effective instructional feedback
- Develop a Supervision Platform

EDCL 6348: School Law and Campus Leadership

This course will survey and examine the implications of the legal issues most likely to be encountered by a teacher or administrator. Its premise is that the teacher or administrator, who is interacting daily with students, teachers, parents, and community, can be the key to turning a concern, a decision, or a misunderstanding into either a court battle or a positive experience for all involved. Although litigation cannot be avoided at all times in every school, the well informed teacher or administrator can avert or minimize liability by becoming familiar with applicable laws, anticipating issues, implementing preventive measures, and knowing when to seek legal advice.

- Case Studies, readings, briefings and reflections on local, state, and federal laws and policies

- Developing a comprehensive TINA plan for a campus educator
- Written paper and/or presentation on an area of school law
- Practice in developing corrective memos

Fall 2018

EDCL 6358: Integrative Seminar

This course integrates key theories, concepts, and principles learned in previous courses, especially research-related knowledge. In this course, learners will review the components and processes of action research. Students will complete a collaborative and comprehensive action research project in which they will design a plan to address an actual educational (instruction-related) problem present within a specific K-12 campus setting (i.e. broader than a single classroom) to demonstrate the skills and tools necessary for effective instructional leadership. Students will defend the plan during a comprehensive oral presentation at the close of the term in front of a panel of three faculty members, including the course instructor. Acquiring an editor is highly recommended in this course.

- Refining and Implementing the Action Research Project
 - Target data gathering and analysis
 - Problem statement
 - Alternative solutions and selected solutions
 - Creating the Action Plan (Objectives, Activities, Evaluation Plan, Timeline)
 - Conclusion

EDCL 6387: Principal Practicum I

The two-semester practicum provides the student the opportunity to develop leadership and management skills needed by practitioners in elementary and secondary schools. Students collaborate with their site mentor (principal) and faculty advisor (university supervisor) to develop a practicum proposal that draws on the students' personal strengths and provides opportunities for students to develop the five competencies required of principals as specified by the Texas State Board of Educator Certification.

In the Practicum the student applies concepts and principles learned from their two-year journey to the two-semester internship required for certification, during which time the student implements, monitors and reflects upon a school-based action research plan and presents their work in a culminating Poster Fair (Action Research Symposium). Students in the Principal Practicum attend and participate in Four (4) Saturday seminars focused on the principles of the state developed Advancing Educational Leadership (AEL). The seminars reinforce leadership and instructional skills students acquired on their two-year journey to becoming effective campus leaders.

Students seeking the Standard Principal Certificate must complete a structured, field-based internship focused on actual experiences comprising a total of 160 hours in the following State Board for Educator Certification (SBEC) Principal Standards (Title 19, Part 2, Chapter 149, Subchapter BB, Rule §149.2001), updated June 2014:

- **Standard 1--Instructional Leadership.** The principal is responsible for ensuring every student receives high-quality instruction.
- **Standard 2--Human Capital.** The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.
- **Standard 3--Executive Leadership.** The principal is responsible for modeling a consistent focus on and commitment to improving student learning.
- **Standard 4--School Culture.** The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.
- **Standard 5--Strategic Operations.** The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

Spring 2019

EDCL 6388: Principal Practicum II

The two-semester practicum provides the student the opportunity to develop leadership and management skills needed by practitioners in elementary and secondary schools. Students collaborate with their site mentor (principal) and faculty advisor (university supervisor) to develop a practicum proposal that draws on the students' personal strengths and provides opportunities for students to develop the five competencies required of principals as specified by the Texas State Board of Educator Certification.

In the Practicum the student applies concepts and principles learned from their two-year journey to the two-semester internship required for certification, during which time the student implements, monitors and reflects upon a school-based action research plan and presents their work in a culminating Poster Fair (Action Research Symposium). Students in the Principal Practicum attend and participate in Four (4) Saturday seminars focused on the principles of the state developed Advancing Educational Leadership (AEL). The seminars reinforce leadership and instructional skills students acquired on their two-year journey to becoming effective campus leaders.

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- **Standard 4--School Culture.** The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

Texas State University Principal Preparation Grant Instructional Coaching Protocols

The instructional coaching protocols.

- Coaching Questions - All of our field supervisors/instructors attended and participated in the required TEA Field Supervisor training offered at ESC 13 in 2017. Field supervisors are using questions from the training manual during campus site visits to ensure that our students/interns become reflective practitioners.
- Data management, team effectiveness, etc. AEL is required for all T-TESS appraisers in the state of Texas. During the year of students' internship experience, they are required to attend 4 Saturday seminars focused on AEL training. At the end of the 4th seminar, students apply for their AEL certification.

Texas State University Post Master's Principal Certification Evaluation Process and Metrics

Process:

The evaluation team will consist of member (s) of the Institution of Higher Education (IHE), who will independently perform on-site assessments of the individuals participating in the grant program. The evaluation process will include an extensive review of the grant proposal to determine if the goals of the grant are achieved. There will be a minimum of three on-site visits per year to ensure there is an accurate evaluation performed on the soon to be principals. Additionally, the IHE will also evaluate all course assessments, the program mid-point benchmark assessment, the comprehensive examination, and the culminating action research presentation, and coursework submitted to determine if the individuals participating in the program are demonstrating success on articulated Student Learning Outcomes.

Principal Program Grade Point Averages

Category	Score
Number of Individuals that Enrolled in the Program	
Number of Individuals that Completed the Program	
Required Minimum of Undergraduate GPA for Admission	
Average (Mean) Undergraduate GPA for all admissions	
Average (Mean) Undergraduate GPA for all Enrollees	
Average (Mean) Undergraduate GPA for all Enrollees that Completed the Course	

Field/Clinical Experiences

Category	Number
Total Number of Weeks Required of Candidates in Internship	
Number of Candidates Admitted to Internship (current year)	
Number of Candidates Completing to Internship (current year)	

Field/Course Experiences

Category	Hours Completed
Number of Field Experience Hours Completed in EDCL 6387/6388	

Principal Certification Exam

Category	Number
Number of Individuals that Enrolled in the Program	
Number of Individuals Passing on attempt #1	
Number of Individuals Passing on attempt #2	
Number of Individuals Passing on attempt #3	
Number of Individuals Passing on attempt #4	
Number of Individuals Passing on attempt #5	